



California and the Every Student Succeeds Act

California Practitioners Advisory Group
December 7, 2016



CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction

What is the ESSA State Plan?

- It has been a year since the Every Student Succeeds Act (ESSA) became law.
- Since this time the US Department of Education (ED) has:
 - Released 10 guidance documents
 - Issued regulations – new final regulations were released November 28th
 - Adopted a final Consolidated State Plan template, which includes:
 - Long-term Goals
 - Consultation and Performance Management
 - Academic Assessments
 - Accountability, Support, and Improvement for Schools
 - Supporting Excellent Educators
 - Supporting All Students

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State Superintendent
of Public Instruction



ESSA

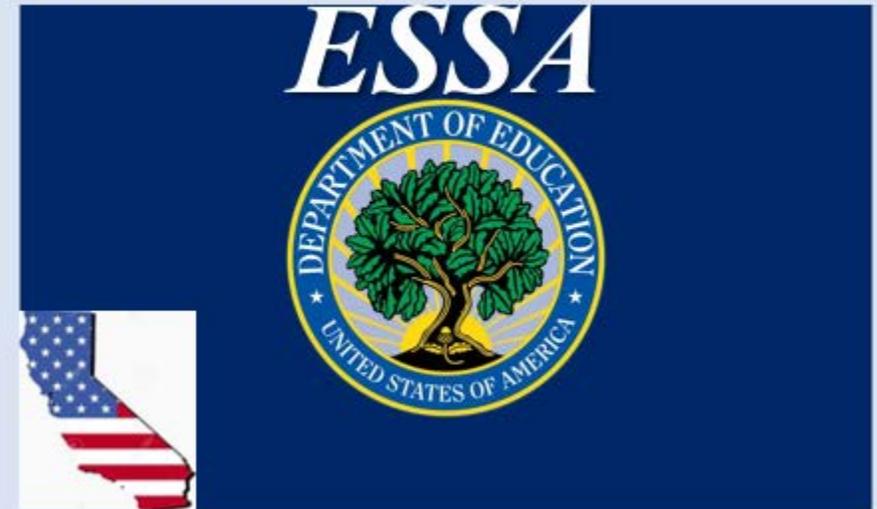
THE CALIFORNIA WAY

Lessons from No Child Left Behind

This...



Not This...



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State Superintendent
of Public Instruction



ESSA Opportunities

- Create a single, coherent local, state, and federal accountability and continuous improvement system.
 - State priorities and direction will lead the plan and leverage ESSA to accomplish goals and objectives.
- Use the ESSA State Plan to draw further focus to California's commitment to the implementation of high quality state standards, equity, local control, and continuous improvement.
- Strategically approach state-allowed reservations from Title programs to further state priorities.
- Refresh local applications, plans, and commitments to ensure that local educational agencies are evidencing alignment of federal funds to state and local priorities.

ESSA

THE CALIFORNIA WAY

California Aiming for One System



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State Superintendent
of Public Instruction



California's ESSA State Plan Framework

California's ESSA state plan will describe how California will use, manage, and monitor federal funds to support implementation of high-quality state academic standards

Four Steps to the Plan Completion:

1. Write the plan to address ESSA statutory requirements, based upon our foundation of LCFF and other elements of the California Way
2. Cross-check this plan with ED requirements
3. Make revisions where elements are missing, but do not interfere with California's focus
4. Seek waivers when statute is inconsistent with California's needs and priorities

California's ESSA State Plan Framework

Key Questions Addressed by the Plan

- What is the **purpose** and **focus** of the plan as it pertains to maximizing the impact of federal funds?
- What are the state's **academic standards** and **assessments** that provide a point of reference for other elements in the plan?
- How will the state **provide funds** to local education agencies to further the goals identified in the plan?
- How is **educator equity** supported?
- How are the needs of **English Learners** met?
- How is **progress** towards state goals **measured** and **addressed**?
- How will funds to meet stated goals be **monitored**?
- How will **schools** in need of **assistance** be identified?
- What **assistance** will be provided to support **continuous improvement**?

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Stakeholder Engagement

- The California Practitioners Advisory Group (CPAG) will provide input on practical implications of decisions before each set of policy decisions is brought to the State Board of Education (SBE).
- The public will have opportunities to provide feedback on each section of the plan soon after it has been updated to reflect SBE policy direction.
 - Toolkits
 - Surveys
 - Targeted webinars
 - Regional meetings

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Plan Development Timeline*

SBE meeting	Plan Development Activities
January 2017	Provide policy direction re: the Supporting Excellent Educators section
March 2017	Provide policy direction re: Accountability, Support, and Improvement for Schools section
May 2017	Provide direction re: any remaining policy decisions and approve plan for 30 day public comment period
July 2017	Consider CPAG feedback on plan
September 2017	Consider CPAG feedback on public comment and provisionally approve plan for submission to ED, pending final revisions and clean-up

*Timeline is subject to change pending SBE feedback and regulations and guidance from ED

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Input from CPAG

- Are the questions listed under the ESSA State Plan framework (see questions on slide 8) complete and informative?
- Does the overall approach to the ESSA State Plan – focusing on the California Way as the driver and organizer – make sense?
- What questions do you have about ESSA that will help the CDE draft the State Plan and/or related guidance to support its implementation?

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Presentation to:
California Practitioner's
Advisory Group



Every Student Succeeds Act (ESSA)

Supporting Excellent Educators

December 7, 2016

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TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, OR OTHER SCHOOL LEADERS

ESSA Statute SECTION. 2001. PURPOSE.

“The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.”



TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, OR OTHER SCHOOL LEADERS

ESSA Statute SECTION. 2101(d)(3).

“(3) CONSULTATION.—In developing the State application under this subsection, a State shall—

(A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a State that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title.”



The California Way

The California Way rests on the belief that educators want to excel, trusts them to improve when given the proper support, and provides local schools and districts with the leeway and flexibility to deploy resources so they can improve.



A Blueprint For Great Schools Version 2.0
(<http://www.cde.ca.gov/eo/in/bp/bp2contents.asp>)



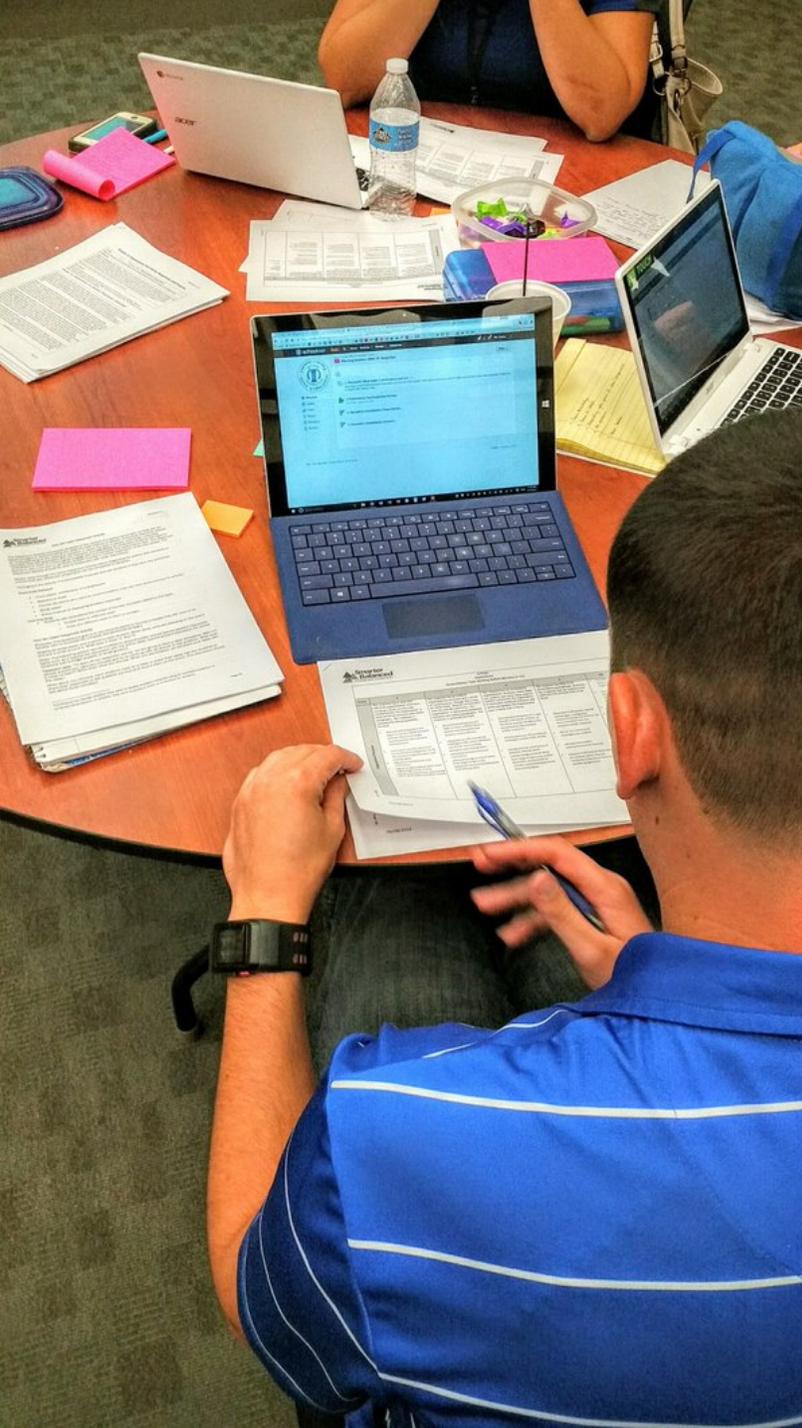


Supporting Excellent Educators...

Sub-Section 5.1: Systems of Educator Development, Retention and Advancement

Provides a description of the overall educator pipeline as background for 5.2 and 5.3.





Supporting Excellent Educators...

Sub-Section 5.2: Support for Educators

1. Support the dissemination and implementation of statewide academic standards.
2. Provide professional learning opportunities to educators to support student achievement consistent with the state academic standards through programs such as the California Subject Matter Project (CSMP).
3. Support the state's overall focus on continuous improvement through new professional learning networks targeting teachers and leaders and through the establishment of the California Educator Equity Technical Assistance Program (CEETAP).





Supporting Excellent Educators...

Sub-Section 5.3: Educator Equity

4. Provide low-income and minority students with greater access to effective teachers, principals, and other school leaders through implementation of work started under California's 2015 Educator Equity Plan (EEP).
5. Provide equitable state-level professional development services for non-profit private school educators .



ESSA – The California Way

We are seeking your input on two very important policy decisions:

1. Approaches to defining **or** providing guidelines for LEA definitions of teacher “ineffectiveness”
2. How state technical assistance should be administered to support equitable access to excellent educators



ESSA – Teacher Effectiveness

The regulation associated with statute (299.18) requires states to establish:

A statewide definition of “ineffective teacher”, **or** statewide guidelines for LEA definitions of “ineffective teacher”, that differentiates between categories of teachers;



ESSA- Equitable Access

Section 1111 (g)(1)(B) requires our **State plan** to describe:

how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description (except that nothing in this subparagraph shall be construed as requiring a State to develop or implement a teacher, principal, or other school leader evaluation system);



ESSA – Equitable Access

Section 1112 (b) (2) requires **LEA Plans** to describe:

how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers;

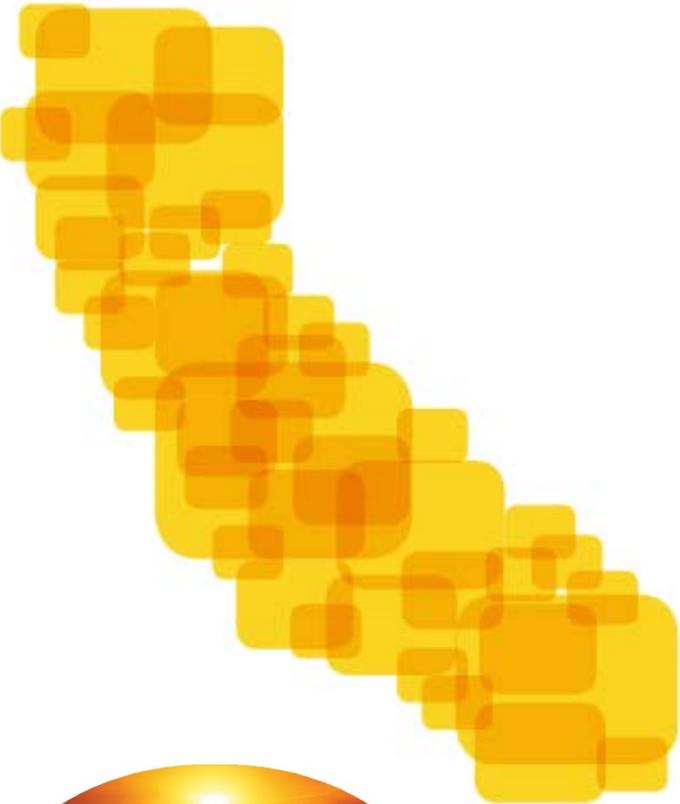


The California Way Part II...

The California Way engages students, parents, and communities as part of a collaborative decision-making process around how to fund and implement these improvement efforts, and provides supplemental resources **to ensure that California's English learners (ELs), foster youths, and students in poverty have the learning supports they need.**

A Blueprint For Great Schools Version 2.0

<http://www.cde.ca.gov/eo/in/bp/bp2contents.asp>



Effective and Ineffective Teacher Definitions

Option 1: Generate a statewide definition of “ineffective teacher.”

Important Considerations:

- Potential indicators may be collected and reported for other Title I purposes or as part of the LCAP. Utilizing these indicators might offer benefits in terms of efficiency and coherence.
- This approach requires significant investment in additional stakeholder engagement.
- Any new metrics added to existing professional growth systems already in place at the LEA level calls for an assessment of the validity and reliability of the system as a result of the change.



Effective and Ineffective Teacher Definitions

Option 2: Generate statewide guidelines for LEA definitions of “ineffective teacher”, that differentiates between categories of teachers;

Important Considerations:

- This lowers the burden on the state to engage stakeholders in the process of creating and approving a definition that fits all LEA contexts.
- Districts will require time and resources to set their definitions.
- If district selections vary considerably, comparability becomes an issue
- This approach respects the current approach to locally developed evaluation systems and will not derail local implementation
- LEAs have the opportunity to use the LCAP to collaboratively plan definitions and support mechanisms



Educator Equity – Technical Assistance

Option 1: Three levels of TA based on LEA need

Level A: Identification based on Educator Equity Workforce Index provided via the CALPADS. For index measures below 95% or any one measure above 5%, the SEA will consult with the LEA on data and suggest the completion of a Teacher Equity Action Worksheet.



Educator Equity – Technical Assistance

Option 1: Three levels of TA based on LEA need

Level B: An Education Programs Consultant (EPC) will be assigned to schools that don't meet the 95% target or any one measure above 5% for a second year. The EPC will support development of a Teacher Equity Action Worksheet, root/cause analysis, and review of LCAP priority One Goal(s).



Educator Equity – Technical Assistance

Option 1: Three levels of TA based on LEA need

Level C: An Education Programs Consultant will be assigned to schools that don't meet the 95% target or any one measure above 5% for a third consecutive year. The EPC will support development of a Teacher Equity Action Worksheet, root/cause analysis, and review of LCAP priority One Goal(s). Additionally, the EPC will provide technical assistance in the development of the Comprehensive Support and Improvement Plan.



Educator Equity – Technical Assistance

Option 1: Three levels of TA based on LEA need

On-going Technical Assistance: Starting with the fourth consecutive year, LEAs will continue to update all activities completed in Level C each year until they have not been identified as needing assistance based on the Educator Equity Workforce Index. An EPC will be assigned to provide technical assistance to these LEAs in their effort to update their previous work.



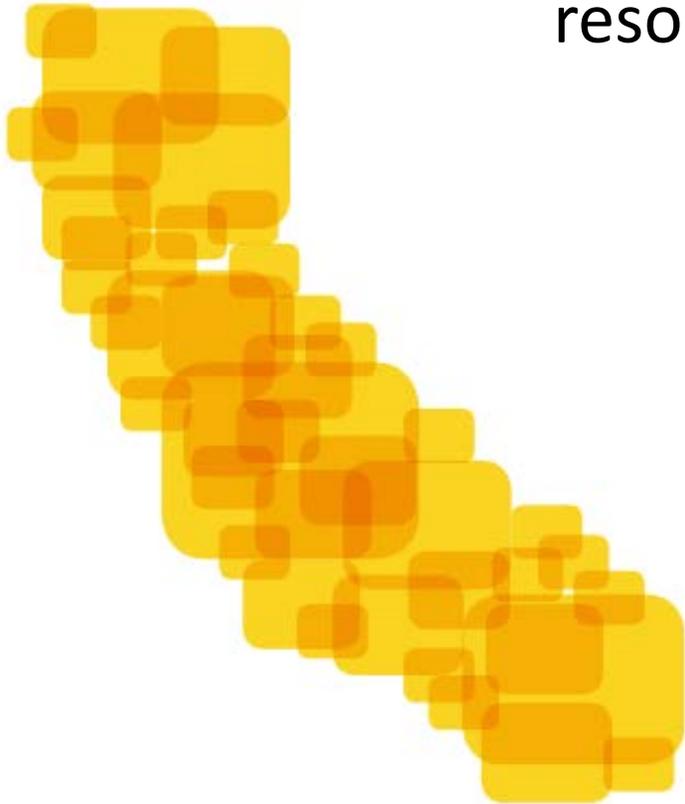
Educator Equity – Technical Assistance

Option 2: Identify LEAs with disproportionality and provide resources for their use with technical assistance offered beginning in year 1. Support LEAs in providing a clear yearly exit strategy that accounts for corrections to disproportionalities and regular changes in student and staff populations.



Educator Equity – Technical Assistance

Option 3: Identify LEAs with disproportionality and provide resources, but do not provide technical assistance.



ESSA – The California Way

We are seeking your input on two very important policy decisions:

1. Approaches to defining **or** providing guidelines for LEA definitions of teacher “ineffectiveness”
2. How state technical assistance should be administered to support equitable access to excellent educators

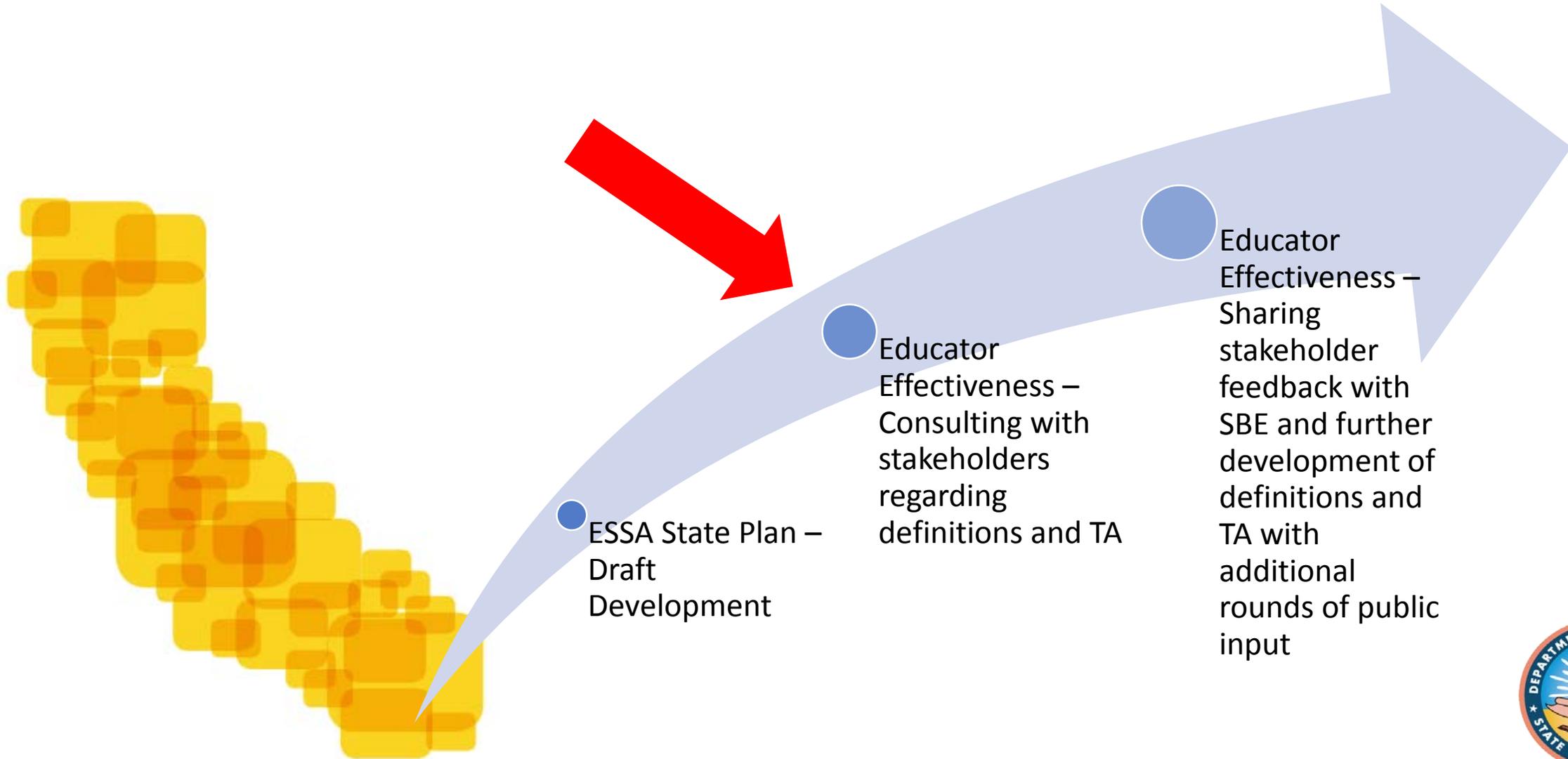


ESSA – The California Way

We are also seeking your feedback to help build a **process for collecting stakeholder feedback as it relates to supporting excellent educators and educator equity**. This feedback will be used to inform revisions of section 5 of the ESSA state plan: Support for Excellent Educators, and to fine tune the work of the Professional Learning Support Division.



Where are we now? Where are we headed?



Questions?

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